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## THE COMMISSION ON EDUCATIONAL FINANCE

FOR SEVERAL YEARS now it has been evident to school administrators and educational financiers that public education in the United States is a costly item in civic budgets. Even before the Great War it was becoming a serious question as to whether or not, and if so, how, city budgets of expenditures could stand further extension and expansion of school costs. The tremendous influx of children into the schools just following the war has brought the condition to an acute stage.

The importance of this problem was sensed by the citizens' conference on education which Commissioner Claxton called at Washington, D. C., in 1920. Those who attended the Atlantic City meeting of the N. E. A., will recall that the department of superintendence there realized that this problem is perhaps the one outstanding administrative problem in public education today.

It appears that now the American Council on Education has taken up the matter in a practical way, secured funds for an investigation and appointed a commission to make a thorough and exhaustive study of school financing throughout the nation at large. On the commission are nine men, recognized leaders in school administration, business organization, and school legislation, who have a fund of \$170,000 at their disposal with which to go to the heart of this entire matter and work out a constructive program.

The commission proposes to study in typical states and communities the program of public education now existing together with the extent to which the present plans are being realized in practice as well as the cost of its execution. It proposes to study the relation of school costs to other items of cost in governmental budgets, the present methods of raising revenue—particularly for schools, the possible leaks in public financing, and the possible sources of revenue now untapped.

This is one of the biggest and most vital educational investigations yet to be undertaken. The commission will not be handicapped by a lack of funds, and the men who have been selected are eminently capable of working out a splendid program for school finance. It is true that they are all busy men and that very fact bespeaks success to the project. Their labors will be watched with interest.—L. A. W.

The North Carolina Association of Teachers of Mathematics was held at the East Carolina Teachers College, Greenville, late in January. A full account of the meeting which was received too late for this number will appear in a later issue.

## UNIFORM CERTIFICATE BLANK

AT THE ATLANTIC CITY MEETING (1921) of the National Association of Secondary School Principals a certificate-of-recommendation blank was adopted. This uniform blank was devised by a joint committee composed of representatives of the Association of University Registrars and of the National Association of Secondary Principals.

The blank is a single sheet, 11½ by 8½ inches, with only one side to be filled out by the transmitting officer. Two uses may be made of this blank: to certify high-school students to colleges and universities and to transfer students from one high school to another. The chief advantage of a uniform blank is that the principal of the high school, or his secretary, has to learn to fill out only one kind of blank for certifying purposes and does not have to puzzle over twenty or more varieties issued by the different universities to which his students go.

The National Association of Secondary School Principals has distributed over ten thousand of these blanks. They are sent free to the members of this association; the price to others is one dollar per hundred. Requests for these blanks should be sent to the secretary of the National Association of Secondary School Principals, H. V. Church, J. Sterling Morton High School, Cicero, Illinois.—L. A. W.

## BOOK REVIEW

VIRGINIA PUBLIC SCHOOLS: Part II. Educational Tests. By M. E. Haggerty, assisted by C. E. Flemming, Margaret Noonan, F. S. Breed, Earl Hudelson and H. G. Hotz. With an introduction by Alexander J. Inglis, Director of the Virginia Survey. World Book Company, Yonkers, N. Y. 1921. Pages xii and 230.

This volume contains the results of the extensive testing program carried out by the Division of Tests in the Virginia School of Survey of 1919, in which more than sixteen thousand children in various types of schools were examined by standardized objective tests. The data thus collected and compiled throw a new and important light on many educational problems in the South. The results also give standards for some well known tests in terms of typical conditions in Southern education. Of particular importance are the standards for the seven-grade elementary schools and also for colored children. The volume contains detailed reports, with table, and graphs, of the use of standard tests in measuring ability in reading, spelling, handwriting, arithmetic, English composition, and algebra. The volume will serve a useful purpose.—E. W. K.